

MBA C735
Developing Proposals for Health Care Leaders
Winter 2023 Course Outline
DeGroote School of Business/Health Policy and Management
McMaster University

COURSE OBJECTIVE

This course is designed to provide students with the skills necessary to produce high quality proposals with an emphasis on the needs of individuals working in the health care sector. Students will gain experience collecting background data, conducting literature reviews, completing ethics applications, as well as writing and critiquing proposals. The course will be of particular interest to: students who will be developing proposals for a scholarly paper, thesis or dissertation; researchers who will be preparing research grant applications; and health care managers who are developing proposals for new services or programs.

INSTRUCTOR AND CONTACT INFORMATION

Dr. Mark Embrett

Email: embretmg@mcmaster.ca

(NOTE: When emailing the instructor, please begin the subject line with the course code "C735"; please allow 48 hours for email responses)

Office hours: By Appointment

Office: online only

Course Website: <http://avenue.mcmaster.ca>

COURSE ELEMENTS

Avenue:	Yes	Leadership:	Yes	IT skills:	Yes	Global view:	No
Participation:	Yes	Ethics:	Yes	Numeracy:	Yes	Written skills:	Yes
Evidence-based:	Yes	Innovation:	Yes	Group work:	Yes	Oral skills:	No
Experiential:	Yes	Guest speaker(s):	No	Final Exam:	No		

COURSE DESCRIPTION

The ability to develop a successful proposal, whether it is for educational or service delivery programs, grant/funding applications or research projects, is an essential skill needed for healthcare managers, educators and researchers. The purpose of this online course is to help students develop the skills necessary to research, design and write a persuasive proposal. Through readings, self-directed learning, assignments and online discussions, students will explore and develop various components of a proposal. Topics and assignments will include: identifying appropriate data sources and conducting literature reviews; developing clear, concise and compelling research questions and/or purpose statements; determining ideal methods or delivery approaches; establishing required resources; understanding when ethics approval is required and how to navigate ethics review boards; and summarizing proposals into brief abstracts or executive summaries.

LEARNING OUTCOMES

Upon completion of this course, students will be able to:

- Design a variety of research proposals and/or grants applications;
- Critically assess the quality of grant applications;
- Research, design and write a persuasive proposal;
- Conduct literature reviews, write research/thesis proposals, apply for funding/grants, and understand ethics board submissions;
- Write clearly and effectively.

REQUIRED COURSE MATERIALS AND READINGS

Online textbooks:

- (1) Miner, J. T., & Miner, L. E. (2013). *Proposal Planning & Writing*. ABC-CLIO.
- (2) Gitlin, L., & Lyons, K. (2013) *Successful Grant Writing, 4th Edition: Strategies for Health and Human Service Professionals*. Springer Publishing Company
 - Online versions are accessible through McMaster library. Use the catalogue to search for the title.
 - Additional reading provided through Avenue to Learn.

EVALUATION

Learning in this course depends primarily on online class discussion, leading weekly discussions, and completing assignments. The balance of the learning results from the readings, assignments and online lectures. All work will be evaluated on an individual basis except in certain cases where group work is expected. In these cases, group members will share the same grade adjusted by peer evaluation. Your final grade will be calculated as follows:

Components and Weights (see weekly description for due dates)

Assignment #1	Literature Review, Research Question, & Methods	15%
Assignment #2	Proposal Draft	15%
Assignment #3	Peer Review	10%
Assignment #4	Final Proposal Brief	25%
Facilitation	Weekly facilitation	10%
Participation	Online Contribution (individual)	25%
Total		100%

Grade Conversion

At the end of the course your overall percentage grade will be converted to a letter grade in accordance with the following conversion scheme:

Grade (Points)	* Percentages
A+ (12)	90-100
A (11)	85-89
A- (10)	80-84
B+ (9)	75-79
B (8)	70-74
B- (7)	60-69
F (0)	00-59

Communication and Feedback

Students that are uncomfortable with directly approaching an instructor regarding a course concern may send a confidential and anonymous email to the respective Area Chair or Associate Dean:

<http://www.degroote.mcmaster.ca/curr/emailchairs.aspx>

Students who wish to correspond with instructors or TAs directly via email must send messages that originate from their official McMaster University email account. This protects the confidentiality and sensitivity of information exchanged, as well as confirms the identity of the student. Emails regarding course issues should not be sent to the Administrative Assistant.

Instructors are encouraged to conduct an informal course review with students by week #4 to allow time for modifications in curriculum delivery. Instructors should provide evaluation feedback for at least 10% of the final grade to students prior to week #8 of the term.

Assignments

All assignment are due by 11:59pm on due date. Any late submissions will be penalized.

Assignment #1 – The Prospectus: Literature Review, Research Question, & Methods (15% of final grade)

Each student should submit a brief prospectus for his or her proposal. The prospectus should clearly define the research question, methods, and outcomes. This is accompanied by a literature review, and a preliminary bibliography of at least 10 sources (*they do not have to be cited in prospectus*). The bibliography does not have to be work cited in the assignment, but a bibliography of potential sources for your proposal. This is to ensure there is sufficient information for you to write a proposal.

A literature review summarizes, interprets, and critically evaluates existing "literature" (or published material) in order to establish current knowledge of a topic. The literature review may resolve a controversy, establish the need for additional research, and/or define a topic of inquiry.

The purpose of this review is to establish the current knowledge on the chosen topic of your proposal. The literature review is a "standalone" document, meaning that it does not reference your proposal but introduces and describes your topic of interest. For this assignment, students are to:

- Define or identify the general topic, issue, or area of concern, thus providing an appropriate context for reviewing the literature;
- Point out overall trends in what has been published about the topic;
- Identify conflicts in theory, methodology, evidence, conclusions, or gaps in research and scholarship; or a single problem or new perspective of immediate interest;
- Establish the reason (point of view) for reviewing the literature;
- Explain the criteria to be used in analyzing and comparing literature and the organization of the review; and,
- When necessary, state why certain literature is or is not included (scope).
- It **does not** have to be a systematic search of the literature, but a reasonable assessment of current trends and a relatively comprehensive account of relevant material to your proposal (you cannot cover everything).

Format: 1000 words (inclusive of prospectus, exclusive of reference list), APA referencing, double spaced

Deadline: February 19

Assignment #2 – Proposal Draft (15% of final grade)

This assignment consists of writing a proposal that seeks to address a health-related problem. The proposal should investigate gaps in a problem or gather more information about the problem. For this approach, you will need to:

- convince the reader that there currently is a problem,
- describe the problem clearly,
- explain how you would go about investigating the problem,
- state the objectives of your study,
- explain why you are qualified to do the work,
- give a schedule of your proposed study, and

- describe how your research may provide a solution.

Format: 1500 words maximum (exclusive of 1-page Executive summary), APA referencing, double spaced, insert appendix as required

Deadline: March 12

Assignment #3 – Peer Review (10% of final grade)

This exercise will take place in the days following the submission of the initial draft of your proposal, when you will be assigned the paper of another student to review. Reviewing the work of others is a key component of academic life, and we will practice the art of written review. This process will mirror the process of a grant review. You are each required to review another student's initial draft, and provide a detailed commentary.

The peer-review task is based largely on the following key activities:

1. Reading the proposal carefully and thoroughly.
2. Thinking critically about the paper in the context of the literature covered in class.
3. Evaluating the paper based on a number of basic criteria for written research, including, but not limited to, development of the argument, clarity, structure, and style.
4. Providing detailed feedback for the author, including observations about parts of the paper that were well done or particularly interesting, as well as suggestions about how the proposal might be improved for the final draft.

* Don't be too concerned with typos, word changes, etc. These can appear at the end of your document as a bulleted list of minor suggestions/changes, but should not constitute a large portion of the review.

Format: 500 words maximum, double spaced

Deadline: March 26

Assignment #4 – Final Proposal Brief (25% of final grade)

This assignment will be similar to the draft, however, students will be expected to incorporate suggestions made at the peer review stage and write a cover page that details their response to the critical appraisal.

Format: 2000 words maximum (exclusive of cover page responding to peer feedback, 1-page Executive summary), APA referencing, double spaced, insert appendix as required

Deadline: April 16

Online Contribution (25% of final grade)

Contributions to online discussions is important in an online course format. Students are expected to post their photograph on the Avenue to Learn (A2L) system during the first week of class. The course participation component is an overall evaluation of the following components:

1. Quality of online participation.
2. Ability and innovation in facilitating a weekly discussion, including ability to locate and select at least one study or part of a proposal for students to use to discuss and apply the concepts under discussion for the week you are facilitating. You will also be assessed on how well you met the facilitator responsibilities outlined below.

3. Consistency in participating in online sessions.
4. Overall contribution to peer learning (e.g., sharing of resources, provision of support and feedback).
5. Each week, students will be responsible for contributing at least two to three quality posts to the online discussion.

Criteria for assessing quality posts:

- Provides evidence of critical thinking; demonstrates comprehension and appropriate application of the course materials;
- Finds and shares new information and resources with peers;
- Assists peers in learning on an ongoing basis and provides constructive feedback;
- Facilitates, manages, and summarizes group discussions during assigned “facilitation” week.

Timelines:

* Students will be expected to post on the discussion forum between Mondays at 8:00am and continue to do so until Fridays at 6:00pm. This will give the facilitators two days to summarize the week’s discussion.

* **The first post is to be submitted by 8pm on Tuesday of the week.**

* **At least one more post must be submitted by noon on Thursdays.**

The forums close to all **posts (replies) Fridays at 8:00pm**

*Note that you will not be able to see your classmates' posts until you have submitted an initial post.

* To facilitate the evaluation of this course component, students are asked to select and submit to the course tutor his/her four best posts from any discussion thread during the term that best illustrates the above criteria, including at least one message posted during the assigned “facilitation” week.

"**Netiquette**" is also important when engaging in an online course to . As such, it is expected that all of us behave online in following manner:

- promoting a constructive online learning environment,
- recognizing each other's rights to be treated with respect and courtesy
- respecting each other's privacy
- using language that is appropriate
- keeping discussion and blog posts concise and to the point
- not using group communication spaces for one-to-one or personal communications
- not uploading very large files for others to download

(Source: the Learning & Teaching Centre, University of New South Wales, Australia)

Online Facilitation (10% of final grade)

Each week during the course, one student in each section will be responsible for facilitating that week's discussion threads. It will be the responsibility of the facilitators to:

- Conduct a review of the week's literature;
- Post at least two discussion threads/questions by the Monday morning (12:00pm) of each new week. Use the unit objectives as a basis for developing discussion threads or questions
- Identify strategies that encourage students to share their research work and to contribute feedback to each other;
- Manage the discussion threads throughout the week;
- Encourage participation from all students, keep mood and tone of discussions civil;
- If the debate has stalled, pose new questions to re-stimulate thoughts and ideas;
- Start new threads if new ideas emerge during the debates;
- At the end of the week (Saturday/Sunday), summarize the discussion for each thread and provide an overall final summary of the week's discussion by listing the emergent key themes.

NOTE: You must make your contributions to the online discussion even on the weeks that you facilitate.

ACADEMIC DISHONESTY

It is the student's responsibility to understand what constitutes academic dishonesty. Please refer to the University Senate Academic Integrity Policy at the following URL:

<http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf>

This policy describes the responsibilities, procedures, and guidelines for students and faculty should a case of academic dishonesty arise. Academic dishonesty is defined as to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. Please refer to the policy for a list of examples. The policy also provides faculty with procedures to follow in cases of academic dishonesty as well as general guidelines for penalties. For further information related to the policy, please refer to the Office of Academic Integrity at:

<http://www.mcmaster.ca/academicintegrity>

In this course we will be using "Turnitin", which is a plagiarism detection service. Students will be expected to submit their work electronically via the course Dropbox so that it can be checked for similar or identical work. If a student refuses to submit his or her work to the course Dropbox/Turnitin, he or she cannot be compelled to do so and will not be penalized. Instructors are advised to accept a hard copy of the assignment and grade it as per normal methods. The assignment can be subjected to a Google search or some other kind of search engine if the instructor wishes. To see guidelines for the use of Turnitin, please go to:

<http://www.mcmaster.ca/academicintegrity/turnitin/students/index.html>

MISSED ACADEMIC WORK

Missed Assignments/ Online Participation

When students miss a regularly scheduled assignment or online class participation for legitimate reasons, as determined by the MBA Academic Services Office, the weight for that assignment/participation will be distributed across other evaluative components of the course at the discretion of the instructor. Documentation explaining such an absence must be provided to the MBA Academic Services Office within five (5) working days upon returning to school.

To document absences for health-related reasons, please provide the Petition for Relief for MBA Missed Term Work and the McMaster University Student Health Certificate which can be found on the School of Business website at <http://mbastudent.degrootemcmaster.ca/forms-and-applications/>. Please do not use the online McMaster Student Absence Form as this is for Undergraduate students only. University policy states that a student may submit a maximum of three (3) medical certificates per year after which the student must meet with the Director of the program.

To document absences for reasons other than those that are health-related, please provide the Petition for Relief for MBA Missed Term Work, and documentation supporting the reason for the absence.

STUDENT ACCESSIBILITY SERVICES

Student Accessibility Services (SAS) offers various support services for students with disabilities. Students are required to inform SAS of accommodation needs for course work at the outset of term. Students must forward a copy of such SAS accommodation to the instructor, normally within the first three (3) weeks of classes, by setting up an appointment with the instructor. If a student with a disability chooses NOT to take advantage of an SAS accommodation and chooses to sit for a regular exam, a petition for relief may not be filed after the examination is complete. The SAS website is:

<http://sas.mcmaster.ca>

POTENTIAL MODIFICATIONS TO THE COURSE

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

RESEARCH USING HUMAN SUBJECTS

Research involving human participants is premised on a fundamental moral commitment to

advancing human welfare, knowledge and understanding. As a research-intensive institution, McMaster University shares this commitment in its promotion of responsible research. The fundamental imperative of research involving human participation is respect for human dignity and well-being. To this end, the University endorses the ethical principles cited in the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans:

<http://www.pre.ethics.gc.ca>

McMaster University has mandated its Research Ethics Boards to ensure that all research investigations involving human participants are in compliance with the Tri-Council Policy Statement. The University is committed, through its Research Ethics Boards, to assisting the research community in identifying and addressing ethical issues inherent in research, recognizing that all members of the University share a commitment to maintaining the highest possible standards in research involving humans.

If you are conducting original research, it is vital that you behave in an ethical manner. For example, everyone you speak to must be made aware of your reasons for eliciting their responses and consent to providing information. Furthermore, you must ensure everyone understands that participation is entirely voluntary. Please refer to the following website for more information about McMaster University's research ethics guidelines:

<http://www.mcmaster.ca/ors/ethics>

Organizations that you are working with are likely to prefer that some information be treated as confidential. Ensure that you clarify the status of all information that you receive from your client. You **MUST** respect this request and cannot present this information in class or communicate it in any form, nor can you discuss it outside your group. Furthermore, you must continue to respect this confidentiality even after the course is over.

COURSE SCHEDULE

MBA C735
Developing Proposals for Health Care Leaders
Winter 2022 Course Schedule

Week	Dates	Objectives/Readings/Assignments
1	January 9-13	<p style="text-align: center;">The Funding Environment</p> <ul style="list-style-type: none"> • Why do you want to write a proposal? • Review agencies, organizations, funders etc. for your proposal. • Determine if it is strategic, research, or a development proposal. • Use this week to select a topic for your proposal and find a suitable agency to fund it. <p>Readings</p> <ul style="list-style-type: none"> • Miner, J. T., & Miner, L. E. (2013). <i>Proposal planning & writing</i>. ABC-CLIO (Chapters 1–3) • Gitlin et al (2013): Chapter 1, 2 • Online readings available on A2L in the “Content” area
2	January 16-20	<p style="text-align: center;">Ingredients of Your Proposal</p> <ul style="list-style-type: none"> • It is important that you have a good sense of how the project fits with the philosophy and mission of your agency. • The need that the proposal is addressing must be documented. These concepts must be well articulated in the proposal. • Develop an outline based on your organization’s priorities and application requirements. <p>Readings</p> <ul style="list-style-type: none"> • Gitlin et al (2013): Chapter 3, 4 • Online readings available on A2L in the “Content” area

3	January 23-27	<p style="text-align: center;">The Literature Review</p> <ul style="list-style-type: none"> • Using background information to develop a description of the proposal. • Explaining how the proposal adds to current literature/situation. • Background searches, expert interviews, searching archives/databases. <p>Readings</p> <ul style="list-style-type: none"> • Gitlin et al (2013): Chapter 5 • Online readings available on A2L in the “Content” area
4	January 30- Feb 3	<p style="text-align: center;">Effective Writing</p> <p>Now that you have done some research, how can you position it to address a need?</p> <p>Writing a Cohesive Review:</p> <ul style="list-style-type: none"> • Providing an objective/unbiased, comprehensive account of what's been done and what might be expected. <p>Readings</p> <ul style="list-style-type: none"> • Gitlin et al (2013): Chapter 6 • Online readings available on A2L in the “Content” area
5	February 6-10	<p style="text-align: center;">Needs and Research Questions</p> <ul style="list-style-type: none"> • How to convert information from a literature review into a focused question. • How to use the question as the basis for locating research evidence. • How to condense the literature into abstract form. <p>Readings</p> <ul style="list-style-type: none"> • Miner, J. T., & Miner, L. E. (2013). <i>Proposal planning & writing</i>. ABC-CLIO. Chapter 7, 8 • Gitlin et al (2013) Chapter 9 • Online readings available on A2L “Content” area

6	February 13-17	<p style="text-align: center;">Methods and Objectives</p> <p>Assignment #1: Prospectus: Literature Review, Research Questions & Method (due February 18).</p> <ul style="list-style-type: none"> • Selecting an appropriate methodology in order to answer your research question/s. • Review basic qualitative/quantitative/mixed methods. • Review strengths and weaknesses of each approach. <p>Readings</p> <ul style="list-style-type: none"> • Miner, J. T., & Miner, L. E. (2013). <i>Proposal planning & writing</i>. ABC-CLIO. Chapter 9 • Online readings available on A2L “Content” area
N/A	February 20-24	Reading Week – No online discussion
7	February 27- March 3	<p style="text-align: center;">Implementation and Budgets</p> <ul style="list-style-type: none"> • Budgets. <p>Readings</p> <ul style="list-style-type: none"> • Gitlin et al (2013): Chapter 10-12 • Online readings available on A2L in the “Content” area
8	March 6-12	<p style="text-align: center;">Evaluating Your Idea</p> <p>Assignment #2: Proposal Draft (due March 11)</p> <ul style="list-style-type: none"> • Designing a method of primary data collection based on research questions/proposal needs
9	March 13-17	<p style="text-align: center;">Learning from Others: Peer Review</p> <ul style="list-style-type: none"> • Highlighting key strengths and shortcomings of the proposal. • Recommendations to increase strength, feasibility or rigour of the proposed study.

		<p>Readings</p> <ul style="list-style-type: none"> • Gitlin et al (2013) Chapter 18 • Online readings available on A2L in the “Content” area
10	March 20-24	<p style="text-align: center;">Ethics of Proposals</p> <p>Assignment #3: Peer Review (due March 25).</p> <ul style="list-style-type: none"> • Reviewing what makes research involving humans ethical and unethical. • Gain an understanding of the role of research ethics boards and process for application. <p>Readings</p> <ul style="list-style-type: none"> • Online readings available on A2L in the “Content” area
11	March 27-31	<p style="text-align: center;">Responding to Feedback/Criticism</p> <ul style="list-style-type: none"> • How to address criticisms of the proposal in a constructive manner. • How to work the revisions into the proposal. <p>Gitlin et al (2013): Chapter 19</p>
12	April 3-7	<p>Work on proposals – No online discussion</p>
13	April 10-14	<p style="text-align: center;">“Selling” Your Proposal</p> <p>Assignment #4: Final Proposal Brief (due April 16).</p> <ul style="list-style-type: none"> • Translating key components of the proposal into a deliverable for decision makers/ funders. • Learn how to write succinctly and address key messages clearly.